

THE PRESIDENT'S PERSPECTIVE

By William Rayburn, MD, MBA
President, Society for Academic CME

Recently, we welcomed more learners than ever to Charleston, South Carolina for our **2019 SACME Annual Meeting**. During the meeting we discussed vital issues of academic continuing medical education affecting medical schools, teaching hospitals, health systems, professional medical societies, and publication/education companies. The theme for this year's meeting – *The Medical Continuum - Hindsight, Insight, Foresight* – prompted us to reflect on what we have accomplished, where we currently stand, and opportunities for the future.

Over the course of our meeting, we had the chance to attend multiple sessions and engage in discussions that fostered a better understanding of the challenges and opportunities for furthering **scholarship and leadership** in continuing professional development. Topics covered timely and critical subjects facing our Society. More learning formats and engagements were available than any prior SACME meeting. We increased the number of pre-conference workshops, added skill set building and lunch and learn sessions, and provided group activities following keynote speaker addresses to foster discussion, reflection, and engagement. There were expert-led discussions and thought-stimulating panels. The number of submissions of scholarly abstracts was the largest ever. The quality and number of submissions prompted us to have concurrent sessions and lightning rounds so that we could accommodate the accepted submissions.

Given this year's conference theme, Charleston was the perfect setting due to its historical significance. My **Presidential Address** focused our historic approaches to continuing medical education at medical schools and lessons we have learned. Attention was placed upon two

primary periodic documents: the annual **ACCME Database Report** and results of the biennial SACME surveys. My intent was for the address to be a “wake-up” call for newer approaches to teaching and learning so schools can expand their reach and leverage education as a strategy.

For the past 20 years, medical schools have represented 18-19% of all ACCME-accredited organizations. Learning **activities, hours of instruction, learner interactions, and income** increased steadily until reaching peak levels between 2008 and 2011 before remaining constant. Compared with other combined accredited organizations, medical schools developed proportionally fewer interprofessional, online and enduring CME activities; produced more regularly scheduled series; and reported less income.

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The other major document from which we can learn are the 20 **ACCME/SACME Harrison Survey Results** documenting characteristics of the CME/CPD community since 1982. Before 2008, SACME independently conducted the survey. Although CME/CPD units have historically focused on approving credit for courses and regularly scheduled series, data from 20 surveys reflect structures and functions that are more integrated and robust than before. The CME/CPD unit now appears to be increasingly integrated into, or at least aligned with, the functions of its institution. Varied and evidence-based educational methods of instruction are increasing, although at a slow pace. Support for the faculty's role as educators was provided by the majority of CME/CPD units.

As each CME/CPD unit moves toward being reorganized as an educational home for health professionals, CME/CPD units will have opportunities to innovate and assess impact, including improving the most important outcome: quality care for every patient. We must **close**

GAPS which from my review of our two periodicals described above would involve the following actions: **Grow** in relationships with other relevant units at your institution; **Align** educational activities to influence learner performance and patient outcomes; **Provide** learning experiences to support your institution's strategic goals; and **Study** educational innovations as a value in educating your learners.

My hope for this and future Annual Meetings is that they afford every attendee the chance to connect, reflect and learn, so that each attendee feels more enlightened and invigorated. Ultimately, our measures of success will be integrating and leading at our respective institutions in the days ahead. I hope you enjoyed the meeting and are already looking forward to our 2020 meeting at the **Marriott Miami Biscayne Bay**. In the meantime, we welcome your suggestions as to how our meeting can continue to be better. Please feel free to email suggestions (info@sacme.org).



UPDATES FROM THE AAMC

By Lisa Howley, MEd, PhD, Sr Director of Strategic Initiatives and Partnerships, lhowley@aamc.org



The AAMC advances key initiatives and provides opportunities to discuss and promote medical education. Below are updates that are relevant to our colleagues in continuing medical education and continuing professional development.

News

Dr. David J. Skorton Named Next AAMC President and CEO

David J. Skorton, MD, secretary of the Smithsonian Institution, will be [the next president and CEO of the AAMC](https://news.aamc.org/press-releases/article/aamc-names-next-president-and-ceo/) (<https://news.aamc.org/press-releases/article/aamc-names-next-president-and-ceo/>), effective July 15, 2019. A board-certified cardiologist, president emeritus of Cornell University, past president of the University of Iowa, and member of the National Academy of Medicine, Dr. Skorton was selected after a yearlong, nationwide search. He has served as the secretary of the Smithsonian since 2015 and was a member of the AAMC Board of Directors from 2010 to 2013. In this brief [video](https://player.vimeo.com/video/307126440) (<https://player.vimeo.com/video/307126440>), members of the AAMC Board of Directors explain that Dr. Skorton's proven record of leadership, inclusive approach to problem-solving, and ability to engage and stimulate national policy conversations will build on the transformational leadership of Darrell G. Kirch, MD.

MedBiquitous Technology Standards Now Owned by AAMC

The AAMC is pleased to announce that it has assumed ownership and management of MedBiquitous, an organization that develops and promotes technology standards for the health professions that advance lifelong learning, continuous improvement, and better patient outcomes. The AAMC, a long-time member organization of MedBiquitous, is fully committed to maintaining an open public license to the current standards and a transparent standards development process. The AAMC will ensure that these standards will keep pace with the community's

needs and the evolution of technology. The AAMC, John Hopkins Medicine (where MedBiquitous was founded), and the current and future MedBiquitous staff are committed to making this transition as smooth as possible. Over the next few months, the AAMC will evaluate a new participation model, with input from key stakeholders and guided by a new director (recruitment is [underway](#)). Current MedBiquitous members will retain access to participate in scheduled working group meetings and collaborations during this evaluation period. For more information related to the MedBiquitous transition please read this [FAQ](http://www.medbiquitous.org/about_us/faq#MedBiquitous%20Transition%20to%20AAMC). (http://www.medbiquitous.org/about_us/faq#MedBiquitous%20Transition%20to%20AAMC)

Events and Opportunities

Request for Proposals: Use of the Arts and Humanities in Physician and Interprofessional Education

A growing evidence base suggests that integrating arts and humanities within medical education may lead to a variety of important learning outcomes. As part of a [broader initiative](https://www.aamc.org/initiatives/meded/494588/roleofartsandhumanitiesinphysiciandevelopment.html) (<https://www.aamc.org/initiatives/meded/494588/roleofartsandhumanitiesinphysiciandevelopment.html>) in this arena, the AAMC will fund up to \$30,000 to a team to conduct a scoping review guided by the following research question: How and why are the arts and humanities being used to educate physician and interprofessional learners across the developmental spectrum or continuum of medical education? The submission deadline was **Feb. 28, 2019**.

Request for Proposals: Opioid Education Challenge Grant

As part of the AAMC's efforts to assist our members' work to address the opioid epidemic, the association has announced a challenge grant opportunity for five institutions or partnering institutions to respond

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to the training and development needs of academic medical centers in the areas of pain and substance use disorders. Awardees will be provided up to \$25,000 each, funded in part by the Samueli Foundation, to develop deliverables to increase faculty proficiency in these areas and/or tools and/or strategies to support integration of these areas within the curricula. Applications may be submitted beginning March 4, 2019. The submission deadline is **June 7, 2019**. [See this site for more details.](https://www.aamc.org/initiatives/meded/494496/roleofmedicaleducationintheopioidepidemic.html) (<https://www.aamc.org/initiatives/meded/494496/roleofmedicaleducationintheopioidepidemic.html>)

AAMC National Workshop to Advance Medical Education to Combat Opioid Misuse: Working Together Across the Continuum (May 2019)

The AAMC is hosting a national invitational workshop in May 2019 in collaboration with the Accreditation Council for Graduate Medical Education (ACGME), the Accreditation Council for Continuing Medical Education (ACCME), and the American Association of Colleges of Osteopathic Medicine (AACOM), and supported, in part, by funding from the Centers for Disease Control and Prevention (CDC). The purpose of this event is to bring together teams of representatives from medical schools and teaching hospitals, as well as individuals from other stakeholder organizations, to advance educational content related to pain and addiction within undergraduate, graduate, and continuing medical education. Although cross-continuum (UME-GME-CPD) teams are being nominated to attend, we anticipate having space available for other interested educators as well and will announce this opportunity in **March**. [See this site for more details.](https://www.aamc.org/initiatives/meded/494496/roleofmedicaleducationintheopioidepidemic.html) (<https://www.aamc.org/initiatives/meded/494496/roleofmedicaleducationintheopioidepidemic.html>)

Academic Medicine New Conversations Series: Trust in Health Care and Health Professions Education

The journal is now accepting submissions for its ongoing New Conversations series on the topic of trust in health care and health professions education. Read editor-in-chief David Sklar's announcement of the 2019 topic (https://journals.lww.com/academicmedicine/Fulltext/2018/12000/A_New_Conversation_on_Trust_in_Health_Care_and.2.aspx). We hope you'll consider submitting and participating in the conversation about this important topic.

Register for the 2019 Interprofessional Education Collaborative (IPEC) Faculty Development Institute

Held at the Association of American Medical Colleges (AAMC) in Washington, DC, the Spring 2019 IPEC Institute takes place May 22-24, 2019. Returning to the popular theme of building a framework for interprofessional education for collaborative practice (IPECP), the conference will be a unique gathering of health professions faculty, collaborative partners, expert presenters and staff facilitators. To view the agenda with confirmed speakers, go to <https://nebula.wsimg.com/8e0b87009de4578265e486d722927ef1?AccessKeyId=DC06780E69ED19E2B3A5&disposition=0&alloworigin=1>. Early bird registration available **now through March 15**. For more information or to register, visit the Spring 2019 IPEC institute [website](https://www.ipecollaborative.org/2019-spring-institute.html) (<https://www.ipecollaborative.org/2019-spring-institute.html>) or contact IPEC Associate Director Shelley McKearney at smckearney@aacnnursing.org.

Resources and Publications

2018 AAMC Faculty Salary Report

The AAMC's annual [Faculty Salary Report](https://news.aamc.org/patient-care/article/faculty-salaries-increased-27-2018/) (<https://news.aamc.org/patient-care/article/faculty-salaries-increased-27-2018/>) highlights average salaries across medical school departments and specialties, academic ranks, and degrees. Overall, salaries increased 2.7% in 2018.

2018 AAMC Report on Residents

The [AAMC Report on Residents](https://www.aamc.org/data/493666/report-on-residents.html) (<https://www.aamc.org/data/493666/report-on-residents.html>) is an online collection of data tables that provide information on certain characteristics of residency applicants and residents, as well as information on post-residency professional activities. The 2018 edition of this annual report pulls data from multiple sources to create tables that focus on issues across states, specialties, and phases of the GME continuum.

Brochure Explains the Value of NIH-funded Research at Medical Schools and Teaching Hospitals

The AAMC has produced a new [brochure](https://news.aamc.org/content/downloadable/190/) (<https://news.aamc.org/content/downloadable/190/>) outlining how sustained, meaningful growth in the National Institutes of Health (NIH) budget, and the research at medical

schools and teaching hospitals that it funds, is an investment that results in saved lives, better health, economic growth, stronger local and regional economies, and U.S. global leadership in science and technology. This document can be used to explain the value of NIH-funded research at your institution to community members, policymakers, and others.



**Association of
American Medical Colleges**

655 K Street, N.W., Suite 100, Washington, D.C. 20001-2399
T 202 828 0400
www.aamc.org



UPDATES FROM THE ACCME

By Graham McMahon, MD, MMSc, President and CEO, ACCME



At ACCME, we are continuing to focus on creating collaborations and initiatives that aim to drive meaningful change for the CME community, clinicians and teams, and ultimately patients. Please read about our recent initiatives below and visit our website, www.accme.org, for additional information. As always, please do not hesitate to reach out and let us know how we can support your work leveraging the power of education to make a difference.

Call for Feedback: Protecting the Integrity and Independence of Accredited CE

We were pleased to open a call for feedback to review the rules that protect the independence and integrity of accredited continuing education (CE) for healthcare professionals. The initiative supports the ACCME's strategic goal to assure the quality of accreditation and seeks to be responsive to stakeholders who have identified potential improvements over the past several years.

Through an inclusive review process, we will engage with stakeholders to identify new and existing challenges related to managing the complex issues of disclosure, conflicts of interest, and commercial support in a rapidly evolving healthcare environment. We'll solicit feedback from national and international stakeholders including accredited CE providers, accreditors in the health professions, healthcare leaders, government agencies, commercial supporters, clinicians, patients, and the public. We'll engage in dialogue with stakeholders at multiple forums, focus groups, and webinars.

As an initial step, we conducted a call for feedback and we thank those of you who participated. We will continue to seek your recommendations for potential revisions to the ACCME Standards for Commercial Support: Standards to Ensure Independence in CME Activities¹ that will ensure their continued relevance and effectiveness.

New Research Opportunities

We are excited to offer the CME community the opportunity to access anonymized ACCME data for appropriate research. We are making this data available to support research that assesses the effectiveness of CME, identifies best practices in CME, and is in service to the overall CME enterprise.

Each year, we produce a data report, based on aggregate data from all the accredited providers in our system. In response to requests from the CME community, we are now making available the data for research purposes. This data will be anonymized and confidential.

We've created this opportunity to help realize our vision of leveraging education's power to improve the quality of care for the patients and communities we serve. We have identified Advocating for CME Scholarship as one of six goals in our 2018-2021 strategic plan, and have included it as a component of our Menu of Criteria for Accreditation with Commendation.

Researchers interested in utilizing anonymized ACCME data should complete and submit this fillable PDF form, http://www.accme.org/sites/default/files/2018-10/792_20181010_Data_Request_Form_0.pdf. This application process is open to anyone.

Learn more about this opportunity on our website, at www.accme.org/research-opportunities.

Joint Accreditation for Interprofessional Continuing Education Welcomes New Professions

Joint Accreditation for Interprofessional Continuing EducationTM is pleased to announce a new collaboration with the American Psychological Association (APA) and the Association of Social Work Boards (ASWB).

Founded in 2009, Joint Accreditation offers organizations the opportunity to be simultaneously accredited to provide continuing education for physicians, pharmacists, nurses, PAs (physician assistants), and optometrists through a unified accreditation process and set of accreditation standards. The new collaboration expands Joint Accreditation, giving jointly accredited interprofessional continuing education (IPCE) organizations the option to include psychologists and social workers in their education programs, without needing to attain separate accreditations with APA and ASWB.

The accreditors collaborated to expand Joint Accreditation in response to requests from jointly accredited organizations and because of their commitment to team-based education. The goal of the expansion is to increase the benefits that jointly accredited organizations already receive from the unified accreditation process and to support their efforts to deliver high-quality, effective IPCE that improves team collaboration and patient care.

New report: The 2018 Joint Accreditation Leadership Summit report, *IPCE Works! Identifying Measures of Success and Evaluating Our Impact*, is now available at <http://www.jointaccreditation.org/> under the “Resources” tab. This report summarizes the 2018 Joint Accreditation for Interprofessional Continuing Education (IPCE) Leadership Summit, which brought together leaders in IPCE and team assessment with organizations that are focused on IPCE to explore opportunities to better evaluate and communicate the impact of IPCE on healthcare. The report includes the lessons learned and recommendations from the Summit, including insights from Carole Orchard, BSN, MEd, EdD, Professor in the Arthur Labatt Family School of Nursing at the University of Western Ontario and former Coordinator for Interprofessional Health Education & Research for the University; and Connie Schmitz, PhD, Consultant at the National Center for Interprofessional Practice and Education.

Clinician Spotlight

If you know a colleague who makes special contributions to your CME program, then we want to hear from you! As part of our ongoing efforts to promote the value of accredited CME, we are looking to shine the spotlight on clinicians as planners, teachers, learners, or CME committee members in the next issue of our newsletter. Clinician Spotlights will be shared on social media and the ACCME website.

To nominate a clinician, please complete the nomination form at, <http://www.accme.org/publications/clinician-spotlight>. Nominated clinicians’ info will be shared on social media following their approval.

For regular updates on ACCME, please visit our website (www.accme.org), or follow us on Twitter (<https://twitter.com/AccreditedCME>), Facebook (<https://www.facebook.com/AccreditedCME>), Instagram (<https://www.instagram.com/accreditedcme/>), and LinkedIn (<https://www.linkedin.com/company/AccreditedCME>). For questions, email info@accme.org.

Educational Opportunities

ACCME 2019 Meeting: Spring Forward: Plan to join the ACCME for our third annual meeting on April 30 - May 2 at the Hyatt Regency Hotel Chicago (pre-conference sessions on April 29). The ACCME 2019 Meeting will be a key opportunity for advancing your educational program, whether developing strategies for meeting the expectations of ACCME’s Menu of Criteria for Accreditation with Commendation; pursuing public health imperatives; or seeking opportunities to bring technology, creativity, and innovation to your educational program. The registration **deadline is April 5th**. For more details, visit www.accme.org/events/accme-2019-meeting.

CME for MOC Ask Your Questions Webinars: We are continuing to offer our series of bimonthly beginner and advanced webinars to discuss strategies for planning CME that Counts for MOC and to answer your questions. For providers who have more experience, our next Advanced CME for MOC: Ask Your Questions webinar is on **March 26th**. For providers who have not yet offered CME for MOC or have just offered a couple of activities, our next Beginner CME for MOC: Ask Your Questions webinar will be held **May 21st**.

Registration information is available on the events section of our website, www.accme.org/events.

UPDATES FROM THE ABMS

Call for Sessions for *ABMS Conference 2019* Open through March 24

The American Board of Medical Specialties (ABMS) invites professionals in the areas of continuing professional development (CPD), assessment and evaluation, patient advocacy, patient safety, health policy and research, and practice improvement to submit sessions at *ABMS Conference 2019* to be held Sept. 23-25 in Chicago. Focusing on *Innovations in Assessment, Learning and Improvement*, this year's conference provides an excellent opportunity to disseminate innovative work and strategies that support the value of Board Certification for all stakeholders. Sessions may be of original research, evidence-based practices, or encore presentations of previously presented sessions designed to meet the needs of the target audience. Sessions may support the topics (below), but any submission that supports best practices and innovations in physician assessment will be considered.

Consider proposing sessions that advance innovations in one or more of the following areas:

- Innovations in Assessment, Measurement and Evaluation of Physician Competence
- Competency-based CPD Across the Certification System
- Optimizing Best Practices in Board Certification Operation
- Leveraging Board Certification to Advance Quality, Performance, and Patient Outcomes
- The Impact of Data and Analytics on Board Certification

ABMS Conference 2019: Innovations in Assessment, Learning and Improvement will attract more than 500 professionals, including key leaders and stakeholders from across the health care continuum. To submit sessions, visit <https://www.cvent.com/c/abstracts/2c71b835-cf96-44c6-90cc-ae3ddabafa8c>. To learn more about the session topics, visit <https://www.cvent.com/c/abstracts/2c71b835-cf96-44c6-90cc-ae3dda-bafa8c>. The Call for Sessions will close March 24, 2019.

ABMS Call for Accredited CME Activities Focusing on Professionalism and Professional Standing

The American Board of Medical Specialties (ABMS) invites the continuing professional development/continuing medical education (CPD/CME) community to submit accredited CME activities that support the ongoing development of professionalism in physicians, support the assessment of professionalism and professional standing of physicians, and address physician lapses in professionalism for review and inclusion in the ABMS Continuing Certification Directory (<https://www.continuingcertification.org/>).

This Call for Activities recognizes professionalism is of paramount importance to ABMS Board Certification and is central to self-regulation of the profession. To honor medicine's social contract, individual physicians must affirm, reaffirm, and demonstrate their dedication to principles of professionalism through their behavior with patients, families, and other health professionals. This entails not only a personal commitment to the welfare of patients, but also collective efforts to improve the health care system for the benefit of society.

Medical professionals face challenging conflicts of interest frequently due to competing priorities. This Call for Activities for the Directory, which is an online repository of competency-based continuing certification activities, presents an opportunity to enhance Member Boards' continuing certification programs with educational initiatives designed to assist physicians in upholding their commitment to professionalism. Activities that are directed at improving professional behavior at the individual, team, or institutional level are welcome.

Submitted activities will be reviewed by participating ABMS Member Boards for alignment with their continuing certification programs. Approved activities will then be indexed in the Directory. Approvals are made by the Member Boards; the primary role of ABMS is to facilitate the process. Please review the ABMS Continuing Certification Directory Submission Instructions & Checklist (<https://www.continuingcertification.org/for-cme-providers/>) before completing the ABMS Submission Form (<https://www.continuingcertification.org/for-cme-providers/submission-form/>). For questions

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about this ABMS Call for Accredited CME Activities, please contact Susie Flynn, Director of Academic Services, at sflynn@abms.org or 312-436-2563.

ABMS Invites Applications for 2019-2020 Visiting Scholars Program

The American Board of Medical Specialties (ABMS) Research and Education Foundation (<https://www.abms.org/about-abms/research-and-education-foundation/>) is accepting applications for the 2019-2020 ABMS Visiting Scholars Program™. The program fosters research that informs physician assessment, and initial and continuing certification. It also supports the development of the next generation of leaders in physician assessment, self-regulation, quality, and continuing professional development.

The Visiting Scholars Program is open to early career physicians; junior faculty; fellows; residents; and individuals holding a master's or doctorate degree in public health, health services research and public health policy, and administration or other related disciplines. The one-year, part-time program provides the Visiting Scholars with opportunities to:

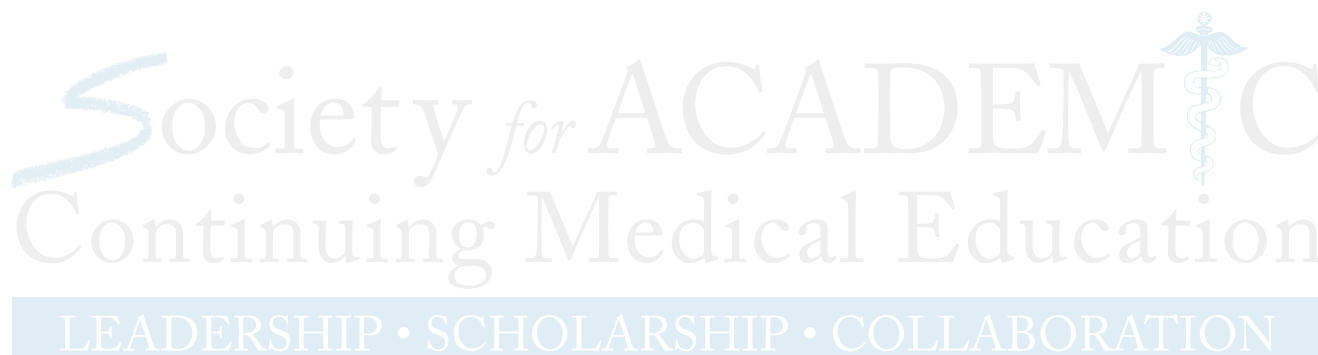
- Gain exposure to the fields of physician assessment, quality improvement, health care policy, and continuing professional development;
- Engage with national health care leaders and the Member Boards;
- Conduct research of value to their programs, organizations, and the certification community;
- Present and disseminate their research; and
- Expand their professional networks.

Remaining at their home institutions and organizations, the Visiting Scholars participate in program webinars and pursue their research projects in collaboration with identified mentors. Visiting Scholars participate in three three-day meetings during the course of the year with ABMS and Member Board leaders and the leadership of ABMS Associate Members, among others. Once the year is over, scholars can continue their ties with the Boards Community through an alumni network. Visiting Scholars receive a stipend of \$12,500 to support their research and program participation.

Applications must be received by 5 pm CT on May 1, 2019. Read more about the Visiting Scholars Program (<https://www.abms.org/initiatives/visiting-scholars-program/>) and the application process.

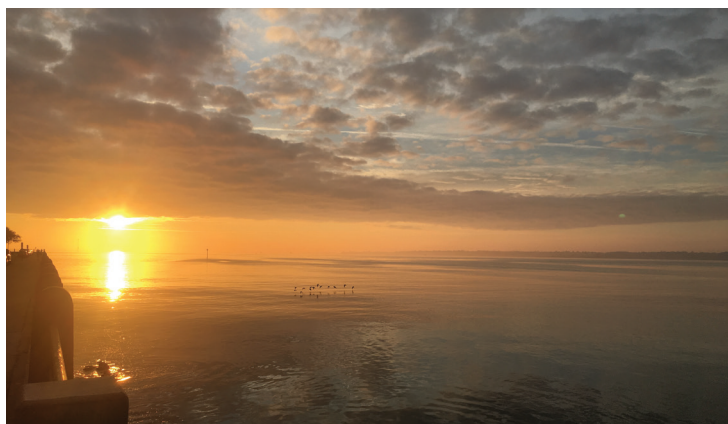
Updated *ABMS Guide to Medical Specialties* Now Available

An updated online version of the *Guide to Medical Specialties* published annually by the American Board of Medical Specialties (ABMS) is now available for free on the ABMS website (<https://www.abms.org/member-boards/specialty-subspecialty-certificates/>). This guide provides a comprehensive listing of the specialty certifications offered by the 24 ABMS Member Boards and descriptions of the 40 specialties and 87 subspecialties. Highlights include descriptions for new subspecialties in Neurocritical Care, Micrographic Dermatologic Surgery, and Complex Family Planning. Additionally, new infographics on the basic requirements physicians must meet for initial certification and continuing certification are featured.



SACME CONFERENCE





INTERCOM

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35 East Wacker Drive, Suite 850
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